DOCUMENT RESUME

ED 428 909 RC 021 873

TITLE	Report Card to the Public: A Summary of Statistics from Alaska's Public Schools, School Year 1996-97.
INSTITUTION	Alaska State Dept. of Education, Juneau.
PUB DATE	1998-04-00
NOTE	39p.
AVAILABLE FROM	Web site: http://www.educ.state.ak.us/stats/home.html
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Academic Standards; Accreditation (Institutions); Average Daily Membership; *Educational Assessment; *Educational Change; Educational Policy; Elementary Secondary Education; Enrollment Trends; Family Involvement; Public Education; School Demography; School Districts; *School Statistics; *State Standards
IDENTIFIERS	*Alaska

ABSTRACT

This publication summarizes Alaskan school district information required by the 3-year-old Alaska Quality Schools Initiative and provides a comprehensive report on the status of public education in Alaska. Following a message from the commissioner and a one-page glance at Alaskan education, there is a brief explanation of the Alaska Quality Schools Initiative and its four parts, around which this publication is organized. The first part, High Student Academic Performance, discusses new academic standards. Students in grades 4, 8, and 11 are assessed in reading, language arts, and mathematics using a variety of standardized tests. Data comparing the 1996-97 and 1995-96 school years are presented, as are data on high school completion and the relationship between ACT scores and family income level. The second part focuses on standards for preparation, licensing, continuing development, and evaluation of teachers and administrators, as well as strategies to increase Alaska Native hires. The third part describes efforts to increase family involvement in education through training and workshops provided to school districts and communities. The fourth part presents school standards that are intended to encourage schools to seek accreditation, which is optional in Alaska. Data are presented on school accreditation, membership changes, transiency, attendance, and dropout rates, and compliance with environmental education requirements. Questions and answers on the high school graduation qualifying examination that will be required by 2002 are presented next, followed by school district statistical profiles. Contains 18 references and a listing of Alaska school districts and superintendents. (TD)

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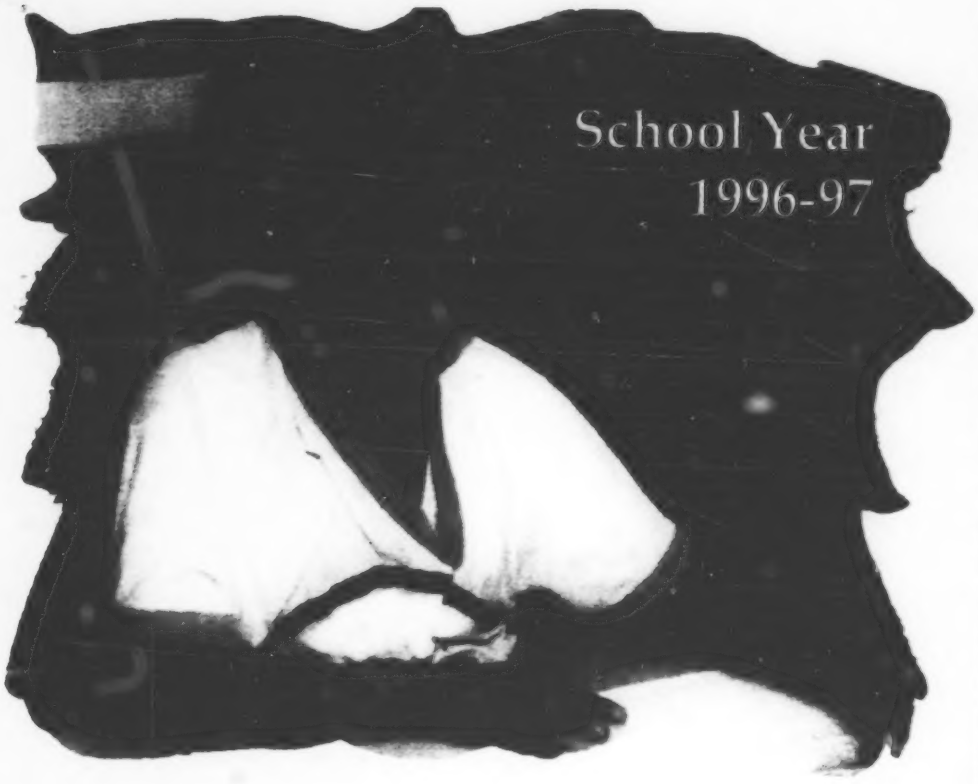
Report Card to the Public

A Summary of Statistics from Alaska's Public Schools



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ACKNOWLEDGEMENTS

The Alaska Department of Education greatly appreciates the cooperation and support of Alaska's 53 school districts, Mt. Edgecumbe High School, and Alyeska Central School for assisting with the collection of information that provides the basis for this report.
Cover photo by Louise Hoover, Kasigluk, Alaska.

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A Message from the Commissioner

This *Report Card to the Public, a Summary of Statistics from Alaska's Public Schools,* is published in accordance with Alaska Statute 14.03.120 for the school year 1996-97. Its intent is to report the status of public education to the people of Alaska. It is also meant as a source of information for Alaska's educational policy makers, including legislators, Governor Knowles, the State Board of Education and local boards of education.

Under state law each school district is required to report to their communities certain information about their school district's plans and performance. This publication is a summary of those report cards.

The data in this publication are organized around the four key elements of the *Alaska Quality Schools Initiative*, the Knowles Administration's systemic school improvement plan. The *Alaska Quality Schools Initiative* is built around:

- High Student Academic Standards and Assessment
- Quality Professional Standards
- Family, School, Business, and Community Network
- School Excellence Standards

The progress of the three-year-old *Alaska Quality Schools Initiative* is impressive. This is because many individuals, school districts, educators, businesses, and other organizations have worked tirelessly to advance its elements. They are making the initiative a success.

The initiative has proven to be an excellent blueprint for revitalizing our education system. Our goal is no less than this: that **every student** achieves academically at the highest levels and is taught by outstanding teachers in quality schools—no exceptions.

I hope Alaskans find the information contained in these pages useful for educational policy making. We have reasons to celebrate the many successes in our schools. We also have reasons to make fundamental changes. Together we can move forward with the changes needed to provide Alaska's children with the quality education they deserve and that the *Alaska Quality Schools Initiative* promises.

Sincerely,

Shirley J. Holloway

Shirley J. Holloway, Ph.D.
Commissioner

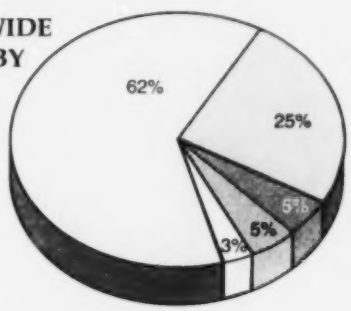
Alaska Education at a Glance

Statewide Profile

School District Square Miles	685,175
State Population	611,300
Median Family Income	46,581
State Unemployment Rate	7.8%
Number of School Districts	53
Regional Educational Attendance Areas (REAAs)	19
City/Borough Districts	34
Funding Communities	279
State-Operated Schools	2
Charter Schools	17
Public Schools Pre-Elementary to Grade 12	493
K-12 Student Populations in Average Daily Membership (ADM)	126,464
Change in ADM from 95-96	1.4%
School-Age Low-Income Children	30,628
Percentage of Adults 25 and Older with H.S. Diploma	86.6%
18-24 year olds with H.S. Diploma	80.7%
Number of High School Graduates 1997	6,175

TOTAL STATEWIDE ENROLLMENT BY ETHNICITY

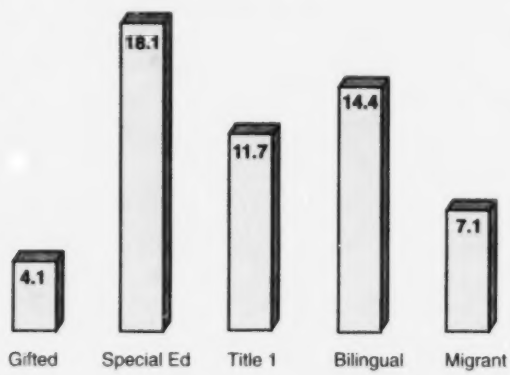
As of October 1, 1996
Includes all districts, Alyeska Central School and Mt. Edgecumbe



- 25% - Alaska Native/American Indian (32,246)
- 5% - Asian/Pacific Islander (5,880)
- 5% - Black (6,159)
- 3% - Hispanic (3,174)
- 0% - Other (218)
- 62% - White (81,702)

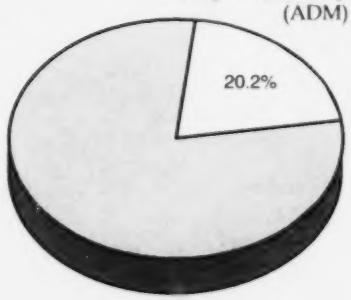
SUPPLEMENTAL PROGRAM PARTICIPATION

Percentage of ADM (Duplicated Count)



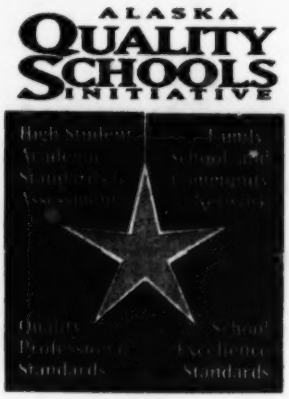
SCHOOL-AGE CHILDREN IN LOW-INCOME FAMILIES

Percentage of the statewide Average Daily Membership (ADM)



Alaska Quality Schools Initiative

As education goals have been developed both nationally and on the district level to provide on-going and ultimate measures for student achievement, the *Alaska Quality Schools Initiative* exists at the state level to improve the performance of Alaska's schools and the skills of Alaska's children.



The *Initiative* has four parts:

- High Student Academic Standards and Assessment that set high expectations for students and assess whether students are achieving those standards;
- Quality Professional Standards to make sure teachers and administrators have and maintain the skills and abilities necessary to do their jobs well;
- Family, School, Business, and Community Network to provide support for parents, family, and the business community in learning activities at home and in school; and
- School Excellence Standards to measure schools against research proven indicators, including a formal school accreditation process.

This publication is organized around each part of the initiative and indicators of progress toward student, professional, and school standards. Progress for each part is discussed on the following pages.

High Student Academic Performance

In 1993, Alaskans began developing higher standards and accountability for their public school system. As the cornerstone of this effort, the Department of Education developed academic standards and associated key elements in ten content areas: English/Language Arts, Mathematics, Science, History, Geography, Government and Citizenship, Skills for a Healthy Life, Arts, World Languages, and Technology.

The content standards present students and teachers with a clear and challenging target; focus energy and resources on student achievement; and provide a tool for judging students' learning achievements and school performance.

During the past year, performance standards were drafted that translate the content standards into more concise expectations for student achievement. Developed in reading, writing, and mathematics, the performance standards detail the specific level of achievement expected of students at ages 7, 10, 14, and 18.

In 1997, the Legislature passed a law requiring every high school student to pass a qualifying examination as a requisite to receiving a diploma. This requirement will take effect with the graduating class of 2002. During the past year, the Department of Education progressed with preparatory work needed to pilot the examination prior to its full implementation. The Qualifying Examination will be based on performance standards in reading, writing, and mathematics.

Comprehensive Statewide Assessment System

Implementing a statewide, comprehensive system to assess the skills and knowledge of Alaska's students is one of the goals of the Alaska Department of Education. It is a major component of the Governor's and Commissioner of Education's *Alaska Quality Schools Initiative*. Such a system would measure student achievement in relation to adopted state standards; provide valid, reliable information to policy makers; guide decision-making; and improve instruction.

The tools that will be used to assess student progress are:

- The California Achievement Test, Fifth Edition, a nationally-recognized standardized test that assesses the reading, language, and math skills of students in grades 4, 8, and 11; and
- Alaska Writing Assessment, which was piloted in grades 5, 7, and 10 in the spring of 1997.

Standardized Testing

Alaska regulation 4 AAC 06.710 requires all students in grades 4, 8, and 11 to be assessed in reading, language arts, and mathematics, using a standardized test. Information from this assessment, aggregated into statewide information, provides parents, educators, policy makers and the community-at-large with a picture of how Alaska's students compare with their peers nationwide.

Number of Students Assessed, Absent, and Excluded

Table 1 represents the number of students assessed, the percent absent and the percent of special education (SpEd) and limited English proficient (LEP) students excluded from testing. The data show that during the spring 1997 CAT/5 testing, approximately 24,000 students in grades 4, 8, and 11 were tested. The percentage of students tested compared to the previous year remained almost unchanged. However, there was a small decrease in the percentage of students absent from testing (5.7 percent for 1995-96 and 5.3 percent for 1996-97). Also, there was a decrease in the percentage of SpEd and LEP students excluded from testing (4.7 percent for 1995-96 and 3.7 percent for 1996-97).

TABLE 1
NUMBER OF STUDENTS ASSESSED, ABSENT, AND EXCLUDED

Number of Students Assessed, Percent Absent, and Percent Excluded From the 1996-97 CAT/5 Assessment in Comparison to Previous Years

Year	Number of Students Assessed	Percent of Students Assessed	Percent Absent from LEP Testing	Percent of Excluded SpEd and Students
1996-97	24,137	91.0	5.3	3.7
1995-96	23,987	89.6	5.7	4.7
1994-95	26,732	90.6	6.7	2.3
1993-94	26,789	92.1	4.7	3.2
1992-93	25,930	93.0	3.2	3.8
1991-92	25,434	92.1	2.4	5.4
1990-91	24,684	94.8	2.6	2.6

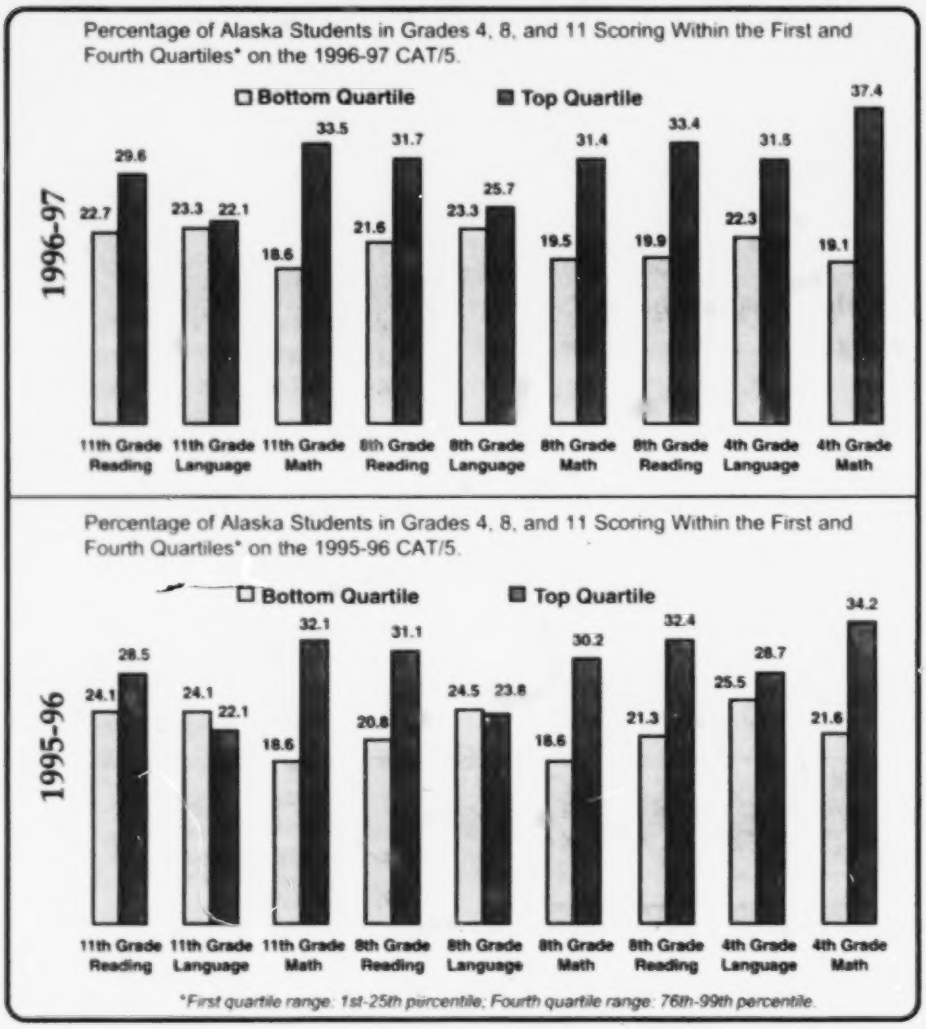
Quartile Performance

In standardized tests, the scoring distribution is usually divided into four equal parts (quartiles), with the scores of 25 percent of the normal population falling within each of the quartiles. In reporting student achievement, states frequently present the proportion of students scoring within each quartile. *A common interpretation of these data is that if less than 25 percent of a particular tested population of student's score in the lowest quartile, and more than 25 percent score in the top quartile, the educational entity is doing a good job of educating its students.*

Table 2 shows the percentage of Alaska students in grades 4, 8, and 11 whose scores fall within the first and fourth (or top and bottom) quartiles on the CAT/5. Scores are shown for reading, language, and mathematics for the current and previous school years.

As can be seen from Table 2 for the 1996-97 school year, a larger proportion of students scored in the highest quartile than in the lowest quartile in all subject areas at all three grade levels. In the previous school year (1995-96) only seven of the nine cells showed a similar trend; language being the subject area for the two cells not show-

TABLE 2
1995-96 AND 1996-97 QUARTILE PERFORMANCE



ing the trend. Thus, the data show a general improvement in language scores in the 1996-97 school year.

Another positive trend resulting from a comparison of the 1995-96 and 1996-97 data is that with two exceptions, all percentage scores changed in the desired direction. For example, the 4th grade data for the 1996-97 school year show a decrease in the percentage of students in the lowest and an increase in the percentage of students in the highest quartile when compared to the 1995-96 data. Only 8th grade reading and math did not show the same year-to-year trend.

An analysis of district-level data continues to reflect the variability of student achievement across the state. Information from the CAT/5 and other assessments continues to show the strong relationship of lower test scores and factors such as small school size, remote location, and language and cultural diversity.

Other Student Performance Indicators

During the 1996-97 school year, significant numbers of Alaska students participated in other assessment programs which allows comparison of Alaska students with students nationwide: the SAT and ACT.

Scholastic Assessment Test (SAT)

Across the United States, 42 percent of graduating seniors took the SAT test. The SAT is a voluntary assessment used by colleges and universities to predict how well students will succeed in college. In Alaska, 48 percent of seniors in 1997 took the SAT—six percentage points higher than the national average. This high percentage continues an almost two decade increase in the percentage of Alaska seniors who took the SAT. In 1981, fewer than 30 percent of seniors took the SAT.

Even though a greater percentage of Alaskans took the SAT than their national counterparts, Alaska's seniors continued to outscore the national average. In school year 1996-97, Alaskans averaged 520 on the verbal portion of the test, compared to 505 for the national average. Alaskans scored 517 on the math portion compared to 511 for the national average. Table 3 compares state and national scores for the past six years.

Because the College Board, the publishers of the SAT, "recentered" the SAT in 1996, extreme caution must be used in making comparisons across the years. The recentering shows an apparent increase in 1996 and 1997 that is illusory. The scores for those years are actually about the same as the scores for 1995 before the recentering.

TABLE 3
SCHOLASTIC ASSESSMENT TEST (SAT) VERBAL AND MATH

A six-year comparison of average SAT verbal and math scores and percentage of high school graduates taking the test compared with national averages.

Year	Alaska Verbal	National Verbal	Alaska Math	National Math	% of Alaska Grads taking SAT	% of National Grads taking SAT
1997*	520	505	517	511	48.0	42.0
1996*	521	503	513	508	47.0	41.0
1995	445	428	489	482	49.7	41.0
1994	434	423	477	479	49.6	42.0
1993	438	434	477	478	48.9	43.0
1992	433	423	475	476	47.5	42.0

**1996 and 1997 figures are based on different criteria than previous years and should not be compared to previous years' scores.*

American College Test (ACT)

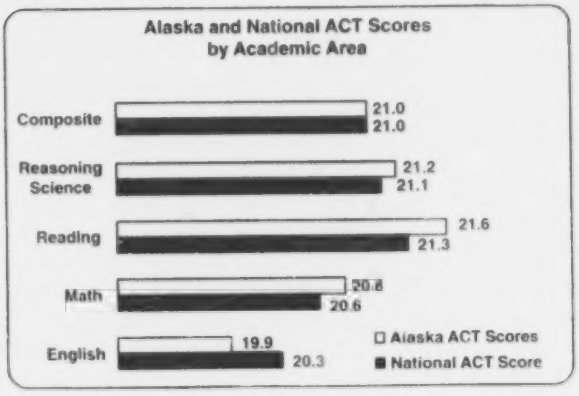
Thirty-two percent of Alaska's 1997 graduating seniors voluntarily took the ACT. This was about the same percentage as 1996 but 10 percent fewer than in 1995. The ACT assesses student knowledge and skills in four areas: English, mathematics, reading, and science reasoning. ACT reports individual scores in each area, along with a composite score. The figure in Table4 shows the scores achieved by Alaska seniors in each content area compared with seniors nationwide.

Alaska seniors taking the ACT in 1997 achieved at or slightly above the national averages in three of the four content areas assessed: math, read-

ing, and science reasoning. In English, Alaska students achieved slightly below the average national score for seniors who took the test. The Alaska composite score, which is a weighted average of the four content scores, was the same as that achieved by seniors nationally. These results mirror those of the Alaska senior class of 1996.

Data from the ACT continue to reflect the high positive relationship that exists between taking a challenging high school curriculum and high ACT scores. For example, the Alaska seniors who reported taking a "core program"—defined by ACT as "a typical college preparatory program" composed of four or more years of English and three or more years of mathematics, social studies, and natural sciences—achieved an average composite score of 24. Students in Alaska who reported taking less than the core program achieved an average composite score of 20.9.

TABLE 4
COMPARISON OF 1997 ALASKA AND NATIONAL ACT SCORES



The 1997 Alaska test results continued to show a linear relationship between ACT scores and the level of family income. For example:

Students reporting an annual family income of:	Achieved an average ACT Composite score of:
Less than $18,000	16.8
$18,000 to $36,000	19.9
More than $36,000	22.9

High School Completion

Alaska school districts establish local high school graduation requirements that meet or exceed the state regulatory standards. Students are awarded high school credit on the basis of a passing grade for a course of study prescribed by the local school board. In the case of special education students precluded from taking regular course offerings, a certificate of attendance is awarded.

In order to graduate, Alaska students must have earned at least 21 units of credit and completed at least the following:

(1) language arts – 4 units of credit
(2) social studies – 3 units of credit
(3) mathematics – 2 units of credit
(4) science – 2 units of credit
(5) health/physical education – 1 unit of credit
(6) remaining required credits as specified by the local school board.

Many districts require more than the state minimum.

High school diplomas were awarded to 6,175 seniors in 1997.

Alternative Diploma or Certificate

Adult Basic Education (ABE) and Literacy programs provide basic skills education for adults aged 16 and older who do not have a high school diploma and are not enrolled in school.

Seventeen local and regional ABE programs, four Literacy Volunteer programs, the Corrections ABE and the Alaska Housing Program offer services in 16 communities across the state. Course offerings include English as a second language, reading and literature, writing, mathematics, science, social studies, computer literacy, job seeking, citizenship, and life skills.

All ABE centers offer testing for the General Educational Development (GED) diploma-by-examination.

During the 1997 calendar year, 1,563 adults (16 and older) were awarded a GED diploma-by-examination. Sixty-three percent (980) of the recipients were under the age of 21.

TABLE 5
1996-97 GRADUATES
BY ETHNICITY

Percentage of 12th grade enrollment represents the total 12th grade enrollment by ethnicity divided by October 1 enrollment in 12th grade.

Ethnicity	Percentage of 12th Grade Enrollment	1997 Graduates
White	66.5%	69.1%
Black	4.9%	4.1%
Hispanic	2.7%	2.4%
Asian	5.3%	5.3%
Alaska Native/ Native American	20.3%	18.9%
Other	0.2%	0.1%

Quality Professional Workforce

This area of the *Initiative* focuses on standards for preparation, licensing and continuing development, and evaluation of teachers and administrators as well as strategies to increase the number of in-state, local, and Alaska Native hires.

Standards

Alaska's leaders have taken significant steps to improve our public schools. Under the banner of the *Alaska Quality Schools Initiative*, Governor Knowles, the State Board of Education, parents, school board members, business leaders, and hundreds of others are moving on many fronts to improve the academic achievement of our children and the quality of our schools.

A key part of this reform movement is to improve the skills and abilities of the professionals—the teachers and administrators who teach our children and lead their instructional programs. Standards for teachers were adopted in 1994 by the State Board of Education and were amended in 1997. During the same year, the Board also adopted standards for administrators. For the first time in Alaska's history, these standards clearly define the skills andabilities that our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers.

Alaskan educators are the first in the nation to have statewide performance standards for teachers and administrators which will be the basis of preparation, licensure, evaluation, and continuing professional development.

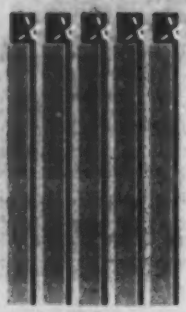
The following are the teacher education and administrator standards adopted by the Alaska State Board of Education.

Standards for Administrators

1. An administrator provides leadership for an educational organization.

   Performances that reflect attainment of this standard include

   a. working with and through individuals and groups;
   b. facilitating teamwork and collegiality, including treating staff as professionals;
   c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
   d. focusing on high priority issues related to student learning and staff competence;
   e. recognizing and acknowledging outstanding performance;
   f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
   g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
   h. taking action to carry out plans and accomplish goals; and



i. maintaining the administrator's own professional goals.

2. An administrator guides instruction and supports an effective learning environment.
Performances that reflect attainment of this standard include
   a. supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
   b. ensuring that effective instructional methods are in use;
   c. maintaining school or program-level records of student learning, and communicating students' progress to the appropriate individuals or entities;
   d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
   e. facilitating the establishment of effective learning environments.

3. An administrator oversees the implementation of curriculum.
Performances that reflect attainment of this standard include
   a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
   b. interpreting school district curricula in terms of school-level organization and program;
   c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance; and
   d. monitoring social and technological developments as they affect curriculum.

4. An administrator coordinates services that support student growth and development.
Performances that reflect attainment of this standard include
   a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
   b. providing for student guidance, counseling, and auxiliary services;
   c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;
   d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
   e. supporting the development and use of programs that connect schooling with plans for adult life; and
   f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

5. An administrator provides for staffing and professional development to meet student learning needs.
Performances that reflect attainment of this standard include
   a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
   b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
   c. evaluating staff for the purpose of making recommendations about retention and promotion; and

d. participating in the hiring of new staff based upon needs of the school and district priorities.

6. An administrator uses assessment and evaluation information about students, staff and the community in making decisions.
Performances that reflect attainment of this standard include
   a. developing tools and processes to gather needed information from students, staff, and the community;
   b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;
   c. interpreting assessment information and evaluations for others; and
   d. relating programs to desired standards or goals.

7. An administrator communicates with diverse groups and individuals with clarity and sensitivity.
Performances that reflect attainment of this standard include
   a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
   b. obtaining and using feedback to communicate more effectively;
   c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
   d. communicating a positive image of the school in the community.

8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.
Performances that reflect attainment of this standard include
   a. acting in accordance with federal and state statutes, regulations, and other law;
   b. working within local policy, procedures, and directives; and
   c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.
Performances that reflect attainment of this standard include
   a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
   b. identifying relationships between public policy and education;
   c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
   d. engaging in and supporting efforts to affect public policy to promote quality education for students;
   e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
   f. enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

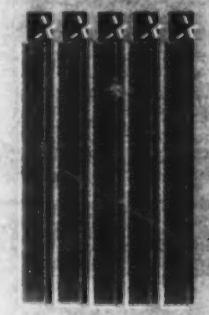
10. An administrator facilitates the participation of parents and families as partners in the education of children.

    Performances that reflect attainment of this standard include

    a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
    b. ensuring that teachers and staff engage parents and families in assisting student learning;
    c. maintaining a school or program climate that welcomes parents and families and invites their participation; and
    d. involving parents and community in meaningful ways in school or program decision-making.

Standards for Teachers

1. A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.
   Performances that reflect attainment of this standard include
   a. engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and
   b. demonstrating consistency between a teacher's beliefs and the teacher's practice.
2. A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.
   Performances that reflect attainment of this standard include
   a. accurately identifying and teaching to the developmental abilities of students; and
   b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.
3. A teacher teaches students with respect for their individual and cultural characteristics.
   Performances that reflect attainment of this standard include
   a. incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;
   b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and
   c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials and resources.
4. A teacher knows the teacher's content area and how to teach it.
   Performances that reflect attainment of this standard include
   a. demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
   b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;
   c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
   d. connecting the content area to other content areas and to practical situations encountered outside the school; and
   e. staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.



5. A teacher facilitates, monitors, and assesses student learning.
   Performances that reflect attainment of this standard include
   a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
   b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;
   c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;
   d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators and other appropriate audiences; and
   e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6. A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.
   Performances that reflect attainment of this standard include
   a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
   b. communicating high standards for student performance and clear expectations of what students will learn;
   c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
   d. assisting students in understanding their role in sharing responsibility for their learning.

7. A teacher works as a partner with parents, families, and with the community.
   Performances that reflect attainment of this standard include
   a. promoting and maintaining regular and meaningful communication between the classroom and students' families;
   b. working with parents and families to support and promote student learning;
   c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;
   d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and
   e. involving parents and families in setting and monitoring student learning goals.

8. A teacher participates in and contributes to the teaching profession.
   Performances that reflect attainment of this standard include
   a. maintaining a high standard of professional ethics;
   b. maintaining and updating both knowledge of the teach-

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er's content area or areas and best teaching practice;

c. engaging in instructional development activities to improve or update classroom, school, or district programs; and

d. communicating, working cooperatively, and developing professional relationships with colleagues.

Preparation

The Department of Education is working with the university teacher preparation programs in Alaska to ensure that Alaska graduates will meet or exceed the professional standards at the entry level.

Licensure and Continuing Development

With the assistance of the broadly representative Professional Licensure Task Force, the department is fashioning a three-tiered licensure system that will require professional educators to have the knowledge and skills to help students meet standards. After demonstrating entry-level skill to receive an initial level license, educators new to Alaska's schools will have a year or more of induction. Then these teachers must demonstrate a high level of professional standards before receiving a standard level license. Educators may choose to demonstrate an even higher level of mastery of the standards as their careers progress.

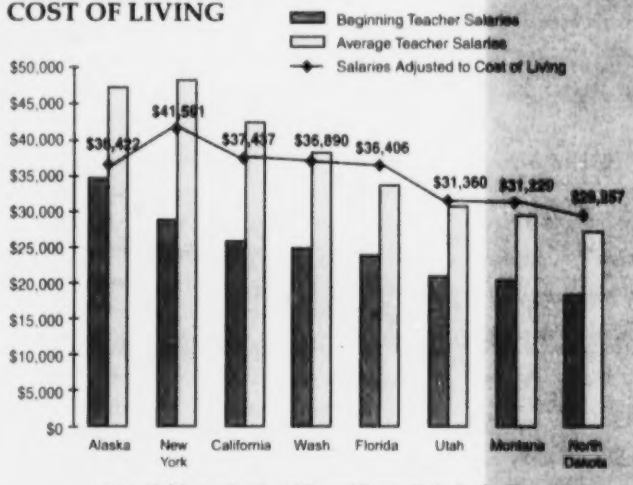
Alaska Hire

Alaska now imports up to 85 percent of its new educators from outside of the state. By tailoring in-state teacher preparation programs to help educators meet Alaska's standards, Alaska's in-state trained workforce will be well prepared for hire in Alaskan schools. Further, the Rural Educator Preparation Program, a partnership between the University of Alaska and rural school districts, is working to prepare and place educators in their home communities.

Salaries

According to Alaska Teacher Placement (ATP) at the University of Alaska Fairbanks, Alaska's salaries have seen very little change since 1994. They are, however, doing better than the U.S. average. Since 1995, Alaska's beginning teacher salaries are the highest in the nation. With the average salaries at 132 percent of the U.S. aver-

TABLE 6
BEGINNING/AVERAGE TEACHER SALARIES ADJUSTED TO THE COST OF LIVING



Statewide Educator Supply and Demand Report, Alaska Teacher Placement, University of AK Fairbanks, January 1998

age, Alaska's educators have one of the highest compensation rates in the nation. However, several districts are no longer compensating for years of experience, according to ATP. Anchorage and Matanuska-Susitna, for example, are bringing in all new hires at entry level. Juneau is giving only up to four years experience. According to statistics compiled by the American Federation of Teachers, after adjustment to the cost-of-living index, Alaska's salaries still rank among the top 25 in the U.S. Average top salaries for principals and administrators rose marginally, increasing by approximately 1.5 percent, due mainly to a high turnover of long-term chief administrators.

Supply and Demand

According to Alaska Teacher Placement, the demand for educators in the state of Alaska continues to exceed the supply. With 1,330 new hires, the number of educators employed in 1997 is the highest Alaska has ever had, yet teacher shortages remain a problem across the state. Certain high demand areas continue to remain unfilled, adversely impacting the consistency and quality of education in Alaska's classrooms. Two particularly significant results of this shortage are: 1) higher pupil/teacher ratios, and 2) teacher "burn-out;" according to ATP.

In spite of a declining military deployment in the state, Alaska's population continues to grow. There has been a steady increase in the number of Alaskan households over the past four years. With the largest growth in Alaska's population being in the school-age category, school enrollments are expanding annually. This growth and other contributing factors increases the demand for more qualified teachers.

Meeting such a demand is now problematic, according to ATP. In addition to growing enrollments and teacher retirements, several other factors contribute to the difficulty in recruitment. Declining school district budgets, static or declining salaries (Nome's

TABLE 7
TEACHING
STATEWIDE TOTALS

Endorsement Areas	Alaska Teacher Placement	Filled Positions		1997 Total Statewide Positions
		Rural	Urban	
Administration	168	105.2	7.5	684
Central Office		9.5	4.5	161
Art	27	1.0	8.8	79
Bilingual/Bicultural	1	3.0	6.5	40
Business Education	20	3.0	6.0	59
Computer Science	14	12.0	6.5	40
Counselor	66	32.5	13.0	225
Early Childhood	35	21.3	20.0	53
Elementary (K-6)	591	244.3	136.3	2,119
English	185	47.0	57.0	230
Foreign Language	25	3.5	9.5	72
Generalist	22	69.0	0.0	1,200
Gifted/Talented	4	2.0	11.0	84
Health	29	1.5	3.0	30
Home Economics	7	1.0	1.5	40
Industrial Arts	42	15.0	2.5	140
Library	20	5.0	8.0	150
Mathematics	105	39.0	31.0	200
Middle School (7-8)	11	30.0	2.0	127
Music	25	8.5	14.2	163
OT/PT	1	0.0	3.0	42
Physical Ed.	66	10.0	13.0	215
Reading	52	5.0	5.7	46
School Psych.	22	5.6	6.0	74
Science	176	29.0	19.0	183
Social Studies	218	14.5	22.5	191
Special Education	210	84.1	67.0	709
SPED/ECE	17	2.0	4.0	
Speech Path.	14	11.0	4.0	143
Long-Term Sub.	200	7.0	1.0	
Other		7.5	7.0	70
TOTAL		**829**	**501**	**7,408**

The Statewide Position Totals are taken from the Department of Education's 1996 statistics.

base salary is now less than that in Fairbanks), reduced benefit packages, and drastic increases in certification costs have all impacted the recruitment of teachers to Alaska's schools. Alaska has lost much of its competitive advantage in attracting qualified educators.

With the impending retirement of approximately six percent of the current education labor force, including over 250 possible retirements in the Anchorage School District, departing teachers could create more than 450 position vacancies. In addition, new positions will have to be created to deal with expanding enrollments and new programs. For these reasons, Alaska's demand for educators in 1998 will continue to be high.

TABLE 8
ALASKA HIRES IN 1997

Information	Total Number	Percent of New Hires (1,362)
Alaska Residents	956	70
Local Residents	585	43
1st Year Teachers	479	35
Teaching Couples	89	7
Protected Class	127	9
Alaska Natives	72	5

Statewide Educator Supply and Demand Report, Alaska Teacher Placement, University of AK Fairbanks, January 1998

Family, School, Business and Community Network

Alaska has included family involvement as part of its state school improvement program. The *Alaska Quality Schools Initiative* encourages collaborations at the local and state levels among parents and every agency and organization – schools, businesses, agencies, governments and others – to improve the academic achievement of students.

The Department of Education, the Alaska PTA, and the Association of Alaska School Boards have been partners in assisting school districts and communities move exactly toward this end since 1996. Through the Family, School, Business, Community Partnership, the three organizations have been providing training, workshops and other support to school districts and their communities aimed at empowering people with research-proven techniques that support parent and family involvement in student learning.

The goals of the partnership are to

- implement an effective family involvement model: Promote and encourage family and community involvement using Dr. Joyce Epstein's Model of Family Involvement;
- promote centers for support services: Encourage schools to collaborate with and establish partnerships with social service agencies to create centers in which social, medical, and mental health services are accessible;
- design self-review standards: Develop quality review standards that schools and communities can use to self-assess their family and community involvement efforts;
- strengthen local linkages: Support local staff – such as home-school coordinators, school social service workers – who link the school, home, and community;
- include parents and community members in making decisions: Involve parents and community representatives in school decision-making through their participation in development of state content, performance, school-to-work, and opportunity to learn standards;
- share information about best practices: Train parents, community members, and school staff to understand and use best practices in family and community involvement, including making appropriate educational decisions;
- facilitate use of culturally appropriate practices: Collaborate with other organizations to help local school boards facilitate discussions between community members, social services, families, schools, and other entities to identify and implement culturally appropriate educational practices.

The Department of Education has assigned the responsibility of coordinating the Family, School, Business, Community Partnership to the superintendent of Alyeska Central School, the state's accredited correspondence study program. The members of the partnership, working with other organizations and the Alaska public, will develop standards for parent and family involvement.

School Excellence

Proposed Standards for Quality Schools

The Department of Education plans to use the Standards for Quality Schools as the basis for building a comprehensive Alaska school accreditation system. Under this plan, elementary and secondary schools in Alaska may demonstrate the attainment of these standards

- by conducting a self-study using a format prescribed by the department, or
- by incorporating and showing evidence of attainment of these standards through accreditation by the Northwest Association of Schools and Colleges.

The following are the proposed standards for Alaska schools.

1. Classroom and instructional strategies support and promote student learning focused on the attainment of high standards by all students. Schools which demonstrate this standard shall give evidence that they:
   a. base curriculum, instruction, and assessment on clear student standards and objectives;
   b. have established student standards which are meaningful, agreed upon, and emphasize the importance of learning;
   c. assess student performance in multiple ways; and
   d. hold high expectations for the achievement of all students.
2. The climate of high expectations exists not only for students, but also for all staff, and high expectations are communicated to everyone in the community, with incentives, recognition, and rewards in place to promote excellence.
3. School time is used for learning.
4. Fair discipline practices and policies are established, communicated, and consistently enforced.
5. The school environment is supportive and physically safe.
6. An electronic community exists for instruction and classroom activities that simulate real life, workplace situations.
7. All staff are involved in ongoing and continuous staff development which focuses on school improvement, instructional improvement, and student standards.
8. Strong leadership is in evidence that uses established research to guide the instructional program.
9. Resources are focused on established student standards and school improvement efforts.
10. The decision-making process for school plans and goals is inclusive of everyone in the school community.
11. Programs and support are provided to help high needs students achieve school success.
12. The school goals and staff behavior promote equity and respect for diversity among students, teachers, administrators, families, and community members of different socio-economic status and cultural background.

13. Non-English-speaking and limited-English-proficient students are provided with a strong academic core program that supports the students' first language.

14. Partnerships and collaboration are established between the school and its constituents (parents, families, businesses, and other community members). Schools which demonstrate this standard shall give evidence that:

    a. various types of involvement promote a variety of opportunities for school, families, and community to work together;
    b. collaboration between the school and agencies, businesses, and the community supports special programs for high needs students and families; and
    c. staff and school procedures promote community connections and cross-cultural communications with parents and families.

School Accreditation

The decision to seek accreditation is a local school board option. Alaska is only one of two western states without a state accreditation process. Since the 1970s, the State Board of Education has delegated accreditation to the Northwest Association of Schools and Colleges (NASC). Accreditation by NASC is a two-step process for school improvement, consisting of an annual report which details continuous growth, and a full-scale self-evaluation and third party verification of the total education program every 10 years.

Voluntary school accreditation has resulted in only one-third of Alaska's schools seeking accreditation status. The majority of accredited schools serve a K-12 grade span. Generally, Regional Educational Attendance Areas (REAAs) have a greater percentage of accredited schools.

City and Borough School Districts typically accredit their high schools and some middle schools; few accredit their elementary schools.

Forty-two school districts have one or more accredited schools. Two districts withdrew from the NASC.

TABLE 9
SUMMARY OF
SCHOOLS ACCREDITED

Summary of Schools Accredited by Northwest Association of Schools and Colleges (December, 1996)

Elementary	14
Middle	11
High School	43
K-12	85
Special Purpose Schools	6
Supplemental Education Program (Alternative Schools)	1
Total Accredited in Alaska	**160**
Accredited Public Schools	**152**
Private Schools	**8**

Annual Change in Membership

Alaska's student population continues to rise. The average daily membership for 1996-97 represents a 1.4 percent increase over the previous year. Seventeen districts experienced no change or a decrease in this period. The most significant reductions were in Annette, Pelican, and Yukon-Koyukuk districts, at -11.9 percent, -17 percent, and -11.1 percent respectively. Enrollments in the majority of districts were higher than the previous year, with Aleutian Region, Copper River, Galena, and Southwest Region experiencing increases greater than 10 percent.

Transiency Rate

The enrollment change due to student transfers into and out of the district during the school year (transiency) is an important consideration in judging a school's long-term performance. Student mobility impacts both urban and rural schools in Alaska. Two districts had over 40 percent student turnover during the 1996-97 school year.

TABLE 10
TRANSIENCY RATE

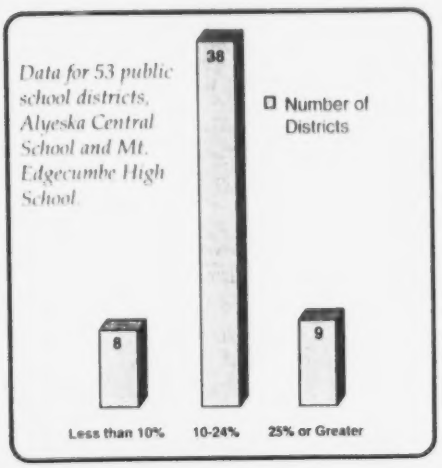
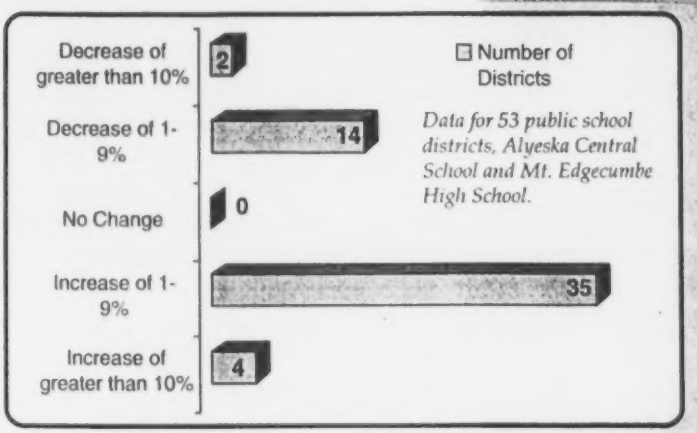


TABLE 11
CHANGE IN MEMBERSHIP

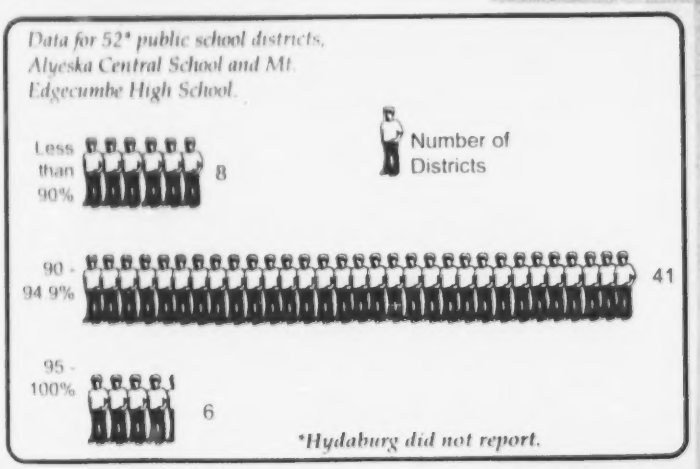


Attendance Rate

The amount of time students are present at school and actively engaged in learning relates directly to academic performance. The relationship between school attendance and student performance is well-documented.

Eight districts have attendance rates less than 90 percent, while six districts reported attendance at better than 95 percent.

TABLE 12
ATTENDANCE RATE



Annual Dropout Rate for Grades 7-12

Dropout event rates answer the question, "What percentage of students dropped out of grades seven through twelve?" Students transferring to another school or alternative program that meets standard credit requirements are not considered dropouts. As defined by the National Center of Education statistics, a student who leaves the district to obtain a GED is a dropout.

Of 55,299 students enrolled in grades seven through twelve, 3.6 percent (1,995) dropped out during the 1996-97 year, slightly less than the previous year. Table 13 profiles dropouts by ethnicity.

TABLE 13
DROPOUTS BY ETHNICITY

Ethnicity	Grades 7-12 Percentage of Total Enrollment	Grades 7-12 Percentage of Total Dropouts
White	65.8	53.3
Black	4.6	6.5
Hispanic	2.7	4.0
Asian	4.7	4.0
Alaska Native/ Native American	22.1	32.1
Other	0.1	0.2

Environmental Education

AS 14.30.120 encourages districts to initiate and conduct a program of environmental education for kindergarten through grade twelve. District report cards include an evaluation of environmental education curriculum. This year's reports yielded the following information:

- Ten districts consider their curriculum comprehensive, typically integrated into science or other curricula.
- Thirteen districts indicate the curriculum has been adopted by their local school board.
- Thirty-two districts provide courses of study that emphasize environmental education or natural resource conservation.
- The majority of districts have environmental education at all grade levels.

The 1997 Alaska Legislature passed a law that will require all high school students, beginning in 2002, to pass a High School Qualifying Examination before being eligible to receive a graduation diploma. The Department of Education has issued a contract to CTB McGraw-Hill to develop the examination. The development schedule includes: 1. Item development and selection in the spring of 1998; 2. Field testing during the 1998-1999 school year; 3. Final item pool development during the 1999-2000 school year; 4. The examination administered to approximately 10,000 tenth graders in spring 2000.

Some important questions and answers about the examination follow:

Alaska High School Graduation Qualifying Examination

Frequently Asked Questions and Answers

1. **What is the High School Graduation Qualifying Examination?**
   In 1997, the Alaska Legislature enacted a law that requires all Alaska high school students to pass an examination in reading, writing, and mathematics before they can receive a high school diploma. Students must pass the High School Qualifying Examination, in addition to completing all course requirements, to earn a high school diploma. Students who do not pass the examination will receive a certificate of attendance.

2. **When do students have to start taking the High School Graduation Qualifying Examination?**
   Beginning with the graduating class of 2002, all students must pass the High School Qualifying Examination. The freshman class of 1998-99 will be the first class required to pass the examination before their high schools can award them a diploma.

3. **What will be measured on the examination?**
   The High School Qualifying Examination will consist of three tests: reading, writing and mathematics. The test questions will be based on the Alaska Student Performance Standards in reading, writing and mathematics.

4. **Who is going to develop the High School Graduation Qualifying Examination?**
   The Alaska Department of Education will contract with a highly qualified commercial test publisher to develop the examination test questions.

5. **How will Alaskans know whether the examination is appropriate for our state?**
   During the development of the examination, the State Board of Education will appoint several committees of Alaskans to oversee the work of the test publisher that will be contracted to develop the test. The committees will make sure the examinations are fair for all students in Alaska and that they measure the things that Alaskans expect their young people to know by the time they graduate from high school. The committees will also look at such issues as test bias.

6. **When will the High School Graduation Qualifying Examination be administered?**
   The examination will be administered twice each school year, once in the fall and once in the spring.

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7. **When can students first take the High School Graduation Qualifying Examination?**
Students can take the High School Graduation Qualifying Examination for the first time in the spring of the 10th grade.

8. **How long will students spend taking the examination?**
A time limit will not be set for finishing the examination. Students will have as long as they need to complete it. However, most students can expect to spend about two to three hours to complete each of the three tests.

9. **How will students find out about their examination results?**
The Alaska Department of Education will coordinate the administration, scoring and reporting of the High School Graduation Qualifying Examination. Following the administration and scoring of the examinations, the department will send individual results to students, their parents, and to the schools and school districts. The reports will show the parts of the examination each student passed and failed. The reports also will show when the next examination will be given.

10. **What happens if a student fails the High School Graduation Qualifying Examination?**
Students can retake the parts of the examination they do not pass the first time. They can retake parts of the examination as many times as necessary to pass for up to three years after they have left high school.

11. **How will students be helped if they fail a portion of the examination?**
High schools across the state will develop courses and alternate instructional programs for students who fail a portion of the examination. The courses will be designed to make sure students learn the essential knowledge measured on the examination.

12. **Will special accommodations be made for special education or limited English speaking students?**
Yes.

13. **Will there be any financial cost to parents or students for taking the examination?**
No.

1996-97 Alaska District Profiles

	General Information								Supplemental Program Participation						
	Funding Communities	Number of Schools	# Accredited Schools	1990 Census Population	FY 97 Audited Expenditures	1996/97 Average Daily Membership (ADM)	Membership Change (%)	Special Education as % of ADM	Bilingual Population as % of ADM	Migrant as % of ADM	Title 1 as % of ADM	School-Age Low Income as % of ADM	Total # of Dropouts from Grades 7-12	Percentage of Dropouts from Grades 7-12	District Transiency Rate (%)
Alaska Gateway	8	8	2	2,196	$5,972,231	573	3.7	22.5	22.9	26.9	10.7	35.1%	9	3.6	32.8
Aleutian Region	3	3	0	132	825,781	34	61.9	0.0	2.9	23.9	10.5	38.2%	0	0.0	30.6
Aleutians East	6	6	0	2,325	5,725,064	372	4.8	22.3	0.8	0.0	0.0	25.8%	7	4.3	20.6
Alyeska Central	1	1	1	N/A	4,119,421	1,626	2.9	0.0	0.0	0.9	0.0	N/A	63	6.0	83.3
Anchorage	4	99	19	255,202	272,317,516	46,470	0.7	19.1	8.3	0.9	10.4	18.4%	482	2.4	16.1
Annette Island	1	3	3	1,598	3,837,113	391	-11.9	25.6	5.5	5.7	16.9	31.5%	4	2.1	28.2
Bering Strait	15	15	2	5,369	23,089,665	1,706	1.6	16.4	46.6	55.8	17.1	46.1%	19	3.3	17.7
Bristol Bay	2	2	1	1,285	3,589,115	313	4.1	18.2	3.5	10.8	0.0	2.6%	0	0.0	14.5
Chatham	7	7	1	1,388	3,756,585	334	-0.9	15.6	3.9	13.2	0.0	15.9%	2	1.5	19.1
Chugach	5	4	1	615	2,097,661	157	9.0	15.3	4.5	12.1	65.0	12.7%	3	4.4	12.5
Copper River	7	9	5	2,815	6,065,760	773	17.3	14.5	5.2	1.9	5.4	20.3%	10	3.1	15.5
Cordova	1	2	1	2,579	3,763,788	534	2.9	28.5	1.5	19.3	6.9	7.7%	2	1.0	9.4
Craig	1	2	1	1,823	3,031,092	422	-0.5	16.8	0.7	18.0	6.4	15.2%	3	1.5	23.2
Delta/Greely	2	7	2	4,182	5,696,769	844	-4.6	23.4	9.5	0.0	11.4	22.4%	8	2.0	20.9
Denali	3	4	3	1,871	3,894,752	391	1.8	19.2	0.0	0.0	3.8	7.9%	3	1.6	20.7
Dillingham	1	2	0	2,173	5,584,350	541	3.3	24.7	33.2	52.4	15.3	12.4%	20	9.3	17.8
Fairbanks	5	31	5	83,842	103,608,514	16,132	2.0	18.5	3.0	0.3	10.3	14.5%	549	7.9	18.7
Galena	2	3	1	520	2,716,356	165	10.0	21.7	65.2	15.5	7.5	2.5%	0	0.0	9.6
Haines	2	5	1	2,459	3,385,196	445	2.3	20.0	0.5	6.7	7.9	16.9%	1	0.4	11.3
Hoonah	1	2	1	1,228	3,317,347	271	-2.5	19.6	28.0	12.9	25.5	18.5%	6	4.5	42.5
Hydaburg	1	2	1	408	1,409,208	117	3.0	12.9	0.0	13.8	93.1	14.7%	N/A	N/A	N/A
Iditarod	9	9	2	1,504	6,040,773	416	-1.6	23.1	45.0	28.4	13.5	38.5%	6	3.5	26.0
Juneau	1	12	1	28,519	36,321,509	5,586	1.3	24.5	7.3	0.7	2.1	14.1%	91	3.5	17.6
Kake	1	2	1	684	2,353,958	200	5.2	18.5	16.5	9.5	13.5	24.0%	5	7.4	4.8
Kashunamiut	1	1	1	667	2,738,706	247	1.2	11.3	100.0	57.5	59.1	72.1%	9	10.2	10.6
Kenai Peninsula	22	42	12	45,056	72,150,745	10,342	0.6	17.1	4.3	6.5	6.7	19.1%	115	2.4	16.0
Ketchikan	1	9	1	14,745	17,535,951	2,856	0.2	10.9	2.4	4.5	2.3	14.6%	115	8.6	25.4
Klawock	1	1	1	738	2,545,387	210	-4.5	25.2	10.0	3.3	6.7	24.3%	4	4.5	15.7
Kodiak	10	15	1	15,481	20,899,302	2,862	-0.3	16.2	9.7	18.9	1.4	17.5%	21	1.7	19.3
Kuspuk	8	10	0	1,581	6,182,478	474	1.1	15.4	21.3	12.0	25.5	48.3%	6	2.9	21.1
Lake & Pen	15	15	0	1,822	9,756,271	524	5.2	21.6	3.4	1.7	0.0	30.4%	0	0.0	17.6
Lower Kuskokwim	23	25	22	12,177	46,652,247	3,372	2.9	18.0	81.0	19.5	17.6	46.0%	64	5.1	14.2
Lower Yukon	11	11	11	5,478	19,407,438	1,736	2.4	13.6	94.7	52.3	96.3	67.6%	36	6.0	23.8
Mat-Su	15	29	5	48,570	79,641,418	12,352	2.6	17.7	5.3	2.7	5.4	21.9%	182	2.9	13.0
Mt. Edgecumbe	1	1	1	N/A	4,484,415	293	6.5	5.1	17.4	27.6	5.1	15.0%	0	0.0	17.6
Nenana	1	1	1	391	1,738,795	173	7.7	16.1	0.0	10.4	8.6	28.3	3	4.1	5.4
Nome	1	2	2	3,564	6,825,085	777	5.9	18.8	40.2	13.7	12.9	20.0	2	0.6	25.1
North Slope	8	10	10	6,815	42,624,251	1,937	7.2	11.0	99.8	20.0	0.0	5.4	31	4.4	13.3
Northwest Arctic	11	13	11	6,661	23,594,084	2,000	5.7	15.2	48.3	44.0	58.7	39.1	29	4.0	10.8
Pelican	1	1	1	211	664,358	32	-17.0	12.6	6.3	94.5	0.0	3.1	0	0.0	11.1
Petersburg	1	3	1	3,295	5,190,363	783	1.3	18.7	0.7	17.8	13.8	10.7	5	1.5	10.3
Pribilof	2	2	1	912	2,997,456	197	-7.5	19.8	80.6	0.0	13.7	13.7	0	0.0	16.3
Saint Mary's	1	1	1	9,031	1,732,601	130	0.7	23.9	100.0	50.8	23.1	63.1	2	4.4	0.0
Sitka	3	5	1	818	11,015,379	1,770	-2.0	14.5	1.9	4.4	4.0	13.7	37	4.6	9.1
Skagway	1	1	1	2,744	1,535,632	137	4.1	7.3	0.0	0.0	0.0	8.0	1	1.4	17.6
Southeast Islands	13	13	0	2,127	4,276,271	326	-6.9	14.7	0.0	30.1	31.6	18.7	4	2.6	21.5
Southwest Region	9	8	0	475	10,053,861	701	11.3	17.3	93.3	57.2	82.5	42.7	10	4.7	14.8
Tanana	1	1	0	322	1,507,989	102	8.5	20.4	0.0	58.1	32.3	23.7	0	0.0	20.7
Unalaska	1	2	1	3,967	3,741,940	375	6.2	16.3	11.5	0.0	8.8	2.7	3	1.9	3.0
Valdez	1	3	1	4,290	7,353,369	877	-2.1	16.9	4.9	1.4	3.6	8.6	11	2.9	10.7
Wrangell	1	2	1	2,744	3,913,326	528	-4.9	17.4	0.4	1.9	11.9	21.0	3	1.3	11.3
Yakutat	2	2	0	754	1,941,885	160	-8.6	16.9	3.1	4.4	6.3	10.0	3	4.3	9.0
Yukon Flats	11	11	0	1,648	7,271,975	444	5.1	27.9	88.3	27.3	63.7	33.6	10	5.4	41.7
Yukon/Koyukuk	10	11	10	2,221	8,006,947	556	-11.1	22.7	84.2	33.3	35.8	35.8	9	3.3	12.9
Yupiit	3	3	0	1,200	5,124,648	401	3.6	18.0	96.5	70.6	21.2	42.6	7	4.6	15.9
Statewide	**279**	**493**	**153**	**605,222**	**945,624,097**	**126,465**	**1.4**	**18.1**	**14.4**	**7.1**	**11.7**	**20.2**	**1,995**	**3.6**	**17.8**

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				4th Grade CAT5 Test Results						8th Grade CAT5 Test Results						11th Grade CAT5 Test Results			
District Attendance Rate(%)	# 1996-97 Graduates	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language	Top Quartile Reading	Bottom Quartile Reading	Top Quartile Math	Bottom Quartile Math	Top Quartile Language	Bottom Quartile Language
89.2	21	36.1	25.0	22.2	27.8	25.7	42.9	23.9	30.4	31.1	24.4	17.8	40.0	25.8	29.0	35.7	14.3	6.7	20.0
95.1	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	100.0	0.0	100.0	33.3	33.3	33.3	33.3	33.3	33.3
91.2	15	25.0	33.3	38.9	11.1	27.8	36.1	6.5	38.7	25.8	16.1	16.1	41.9	13.6	22.7	40.9	4.5	13.6	27.3
100.0	25	43.5	8.7	30.4	8.7	26.1	17.4	46.4	8.9	26.8	25.0	37.5	16.1	32.0	8.0	16.0	24.0	24.0	16.0
93.8	2,318	37.9	14.0	40.4	15.7	36.2	17.2	34.3	16.4	34.9	15.5	29.1	17.3	31.0	20.5	37.3	18.0	25.2	23.2
92.3	30	16.0	20.0	20.0	32.0	24.0	16.0	7.1	67.9	7.1	71.4	3.6	64.3	21.7	26.1	33.3	19.0	21.7	21.7
89.4	64	4.4	61.1	15.7	52.2	11.3	49.6	6.9	60.4	12.9	48.5	13.6	48.5	5.0	70.0	5.0	48.3	4.8	41.9
94.1	11	21.1	26.3	5.6	27.8	10.5	52.6	33.3	33.3	22.2	16.7	5.6	33.3	25.0	25.0	25.0	15.0	20.0	15.0
93.6	18	26.5	29.4	20.0	25.7	31.4	34.3	36.4	13.6	22.7	9.1	22.7	27.3	18.2	36.4	9.1	36.4	18.2	36.4
94.0	2	45.5	18.2	27.3	36.4	36.4	54.5	16.7	33.3	33.3	33.3	0.0	50.0	0.0	16.7	16.7	33.3	16.7	33.3
89.3	35	34.7	22.4	30.6	24.5	20.4	28.6	38.6	15.9	36.4	22.7	31.8	27.3	61.8	11.8	50.0	5.9	41.2	17.6
93.7	28	60.0	7.5	47.5	5.0	35.0	12.5	28.1	9.4	25.0	15.6	18.8	31.3	50.0	10.5	60.5	2.6	47.4	7.9
92.3	30	15.8	28.9	28.9	21.1	10.5	55.3	35.3	47.1	32.4	26.5	11.8	47.1	7.7	38.5	28.6	28.6	23.1	38.5
93.4	49	43.9	7.0	63.2	7.0	56.1	12.3	46.7	15.0	50.0	5.0	30.0	21.7	31.7	11.1	39.7	17.5	23.8	19.0
93.9	30	54.5	3.0	48.5	9.1	30.3	12.1	35.1	16.2	51.4	5.4	32.4	10.8	38.9	5.6	33.3	22.2	27.8	27.8
92.9	20	30.6	27.8	10.8	37.8	20.6	29.4	20.0	17.1	8.6	42.9	5.7	34.3	11.1	33.3	18.5	29.6	14.8	29.6
92.5	696	39.1	13.8	40.1	13.7	35.4	16.1	37.2	14.3	32.5	16.8	29.0	17.9	34.4	15.3	40.6	12.3	33.8	17.4
94.4	6	0.0	50.0	7.1	42.9	7.1	64.3	30.8	15.4	69.2	15.4	46.2	15.4	20.0	40.0	20.0	0.0	0.0	0.0
92.5	31	38.5	7.7	46.2	7.7	30.8	7.7	35.3	2.9	41.2	5.9	32.4	8.8	30.3	15.2	36.4	9.1	42.4	18.2
94.3	12	18.2	36.4	22.7	40.9	9.1	59.1	0.0	42.9	47.4	10.5	4.8	42.9	12.5	4.2	37.5	16.7	12.5	12.5
N/A	6	0.0	37.5	0.0	50.0	0.0	50.0	33.3	44.4	22.2	11.1	22.2	44.4	0.0	66.7	0.0	33.3	0.0	0.0
92.4	14	8.1	56.8	21.6	64.9	12.9	58.1	11.1	47.2	16.7	33.3	6.7	63.3	4.3	43.5	30.4	34.8	9.5	47.6
95.0	293	34.7	18.1	50.2	11.2	31.8	19.1	37.6	16.9	34.2	18.4	29.0	21.8	34.5	15.9	43.7	16.0	33.8	16.9
94.5	11	22.2	22.2	33.3	16.7	33.3	22.2	9.1	36.4	36.4	18.2	18.2	27.3	27.3	45.5	9.1	36.4	0.0	36.4
92.2	4	5.6	27.8	22.2	22.2	5.6	33.3	0.0	75.0	0.0	58.3	0.0	50.0	8.3	83.3	16.7	25.0	0.0	25.0
93.8	591	33.5	15.4	35.1	20.8	30.5	20.4	38.0	13.9	32.9	15.5	28.9	18.5	34.8	11.6	29.9	14.1	24.1	16.1
95.4	151	34.7	19.9	37.2	18.4	25.0	28.1	34.3	17.2	29.4	22.1	27.5	27.0	30.7	18.4	38.4	14.0	22.6	20.7
91.5	13	20.0	20.0	46.7	20.0	6.7	53.3	27.3	27.3	36.4	36.4	36.4	27.3	16.7	27.8	16.7	38.9	0.0	38.9
94.2	164	24.6	27.7	19.3	26.0	22.7	30.4	23.7	20.7	27.2	21.9	19.5	28.4	19.1	29.9	25.5	22.9	20.9	28.6
91.0	16	12.0	36.0	20.8	33.3	12.0	36.0	3.4	72.4	10.7	42.9	3.6	67.9	6.9	58.6	24.1	37.9	17.2	55.2
74.0	24	16.7	35.7	16.7	45.2	16.7	45.2	5.1	33.3	20.5	12.8	5.1	28.2	12.5	62.5	16.7	33.3	12.5	50.0
91.8	133	11.9	55.4	19.3	39.6	7.4	51.0	8.0	61.8	13.7	31.8	10.3	45.5	4.8	69.0	14.7	40.0	7.4	48.0
91.6	53	1.5	61.0	10.3	52.9	5.1	55.1	2.9	75.2	5.7	50.0	4.7	60.4	0.0	62.7	2.0	49.0	3.9	43.1
92.4	636	38.9	12.1	46.4	11.7	41.2	15.2	36.1	13.3	36.3	12.4	27.0	17.2	37.3	13.4	36.5	9.4	24.9	16.0
96.5	52	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	17.5	23.8	20.3	20.3	10.9	20.3
97.1	11	45.5	27.3	45.5	27.3	45.5	27.3	33.3	33.3	33.3	8.3	33.3	41.7	14.3	14.3	42.9	14.3	28.6	0.0
94.1	42	15.9	25.0	46.5	27.9	29.5	29.5	27.1	33.9	22.0	30.5	22.0	37.3	21.1	44.7	20.5	33.3	10.3	38.5
89.6	73	11.6	48.6	28.1	35.6	18.8	38.4	8.7	54.4	9.6	46.2	11.8	45.1	3.2	67.7	7.8	43.8	0.0	58.7
89.8	79	3.9	61.9	11.7	39.6	8.4	52.3	7.0	68.2	7.0	51.9	5.4	62.8	5.5	60.3	8.2	47.9	8.2	53.4
93.7	1	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
94.9	43	37.9	12.1	56.1	7.0	33.9	12.5	47.3	9.1	40.7	14.8	36.4	16.4	29.3	13.8	29.3	15.5	27.1	15.3
93.1	8	9.1	63.6	18.2	45.5	9.1	63.6	13.3	46.7	6.7	46.7	6.7	33.3	0.0	85.7	0.0	71.4	0.0	42.9
81.4	4	11.1	33.3	11.1	11.1	0.0	22.2	0.0	71.4	28.6	28.6	0.0	71.4	0.0	40.0	40.0	0.0	20.0	40.0
92.4	94	31.3	17.2	27.6	20.1	29.1	17.2	24.7	25.8	25.0	34.4	14.1	32.3	30.8	30.8	18.9	32.1	26.4	29.2
92.2	14	81.8	0.0	72.7	0.0	81.8	0.0	21.4	7.1	14.3	14.3	35.7	14.3	16.7	25.0	25.0	8.3	16.7	41.7
93.2	15	44.0	8.0	40.0	8.0	32.0	8.0	41.2	11.8	26.5	29.4	23.5	14.7	26.3	42.1	15.8	21.1	5.3	36.8
93.8	14	8.9	67.9	19.6	44.6	3.6	60.0	0.0	70.0	25.5	21.6	10.0	50.0	0.0	79.2	28.0	40.0	0.0	41.7
95.8	5	0.0	75.0	20.0	60.0	0.0	60.0	28.6	42.9	42.9	28.6	14.3	28.6	25.0	25.0	25.0	25.0	25.0	25.0
94.1	23	38.5	11.5	34.6	11.5	30.8	11.5	30.3	18.2	30.3	24.2	33.3	21.2	12.5	20.8	29.2	12.5	20.8	25.0
93.7	37	46.9	6.2	37.0	7.4	33.3	13.6	37.5	10.0	46.3	11.3	36.3	20.0	62.3	1.6	45.0	6.7	45.9	1.6
92.4	26	36.4	11.4	72.7	2.3	27.3	11.4	26.7	28.9	35.6	22.2	22.2	24.4	33.3	23.3	33.3	6.7	20.0	16.7
93.0	9	7.7	38.5	23.1	46.2	0.0	53.8	20.0	20.0	18.2	18.2	10.0	20.0	22.2	22.2	22.2	11.1	11.1	33.3
88.5	18	12.5%	43.8	31.0	48.3	6.3	50.0	0.0	65.5	7.1	39.3	6.9	58.6	11.1	88.9	0.0	33.3	0.0	77.8
90.4	37	2.4	66.7	4.9	56.1	2.4	56.1	2.5	75.0	10.3	69.2	5.0	72.5	0.0	76.2	0.0	42.9	0.0	71.4
90.0	20	6.7	80.0	6.9	75.9	6.7	73.3	12.0	80.0	12.0	64.0	8.0	72.0	0.0	100.0	0.0	80.0	0.0	93.3
93.1	**6,175**	**33.4**	**19.9**	**37.4**	**19.1**	**31.5**	**22.3**	**31.7**	**21.6**	**31.4**	**19.5**	**25.7**	**23.3**	**29.6**	**22.7**	**33.5**	**18.6**	**24.1**	**23.3**

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Sources of Data for This Report

Adult Basic Education Program Participation and Performance Report (1995-96)

Alaska State Assessment of Student Performance in Grades 4, 8, 11 (Fall, 1995/ Spring, 1996)
- California Achievement Test
- Building Questionnaire
- Student Questionnaire

Alaska School Accreditation Status Report, Northwest Association of Schools and Colleges (1995-96)

Certified Staff Accounting Report (October 1, 1995)

Classified Staff Accounting Report (October 1, 1995)

Foundation Report for Funding Communities (October, 1996)

Federal Migrant Education Program Participation and Performance Report (1995-96)

Federal Title I Program Participation and Performance Report (1995-96)

Report of School-Age Children Receiving Public Assistance (HSS, January, 1996)

Report of Alaska Preschool Certification (1995-96)

School District Report Card(s) to the Public (1995-96)
- Progress Toward District Goals
- Comments on School Performance by Students, Parents, Community
- Parent Involvement Strategies Questionnaire
- Other Indicators of Performance
- Summary and Evaluation of Environmental Education
- Average Daily Membership/Percent Change in Membership
- Student Transfers Into and Out of the District/Transiency Rate
- District and School Aggregate Attendance/Rate
- District and School Dropout Worksheet/Dropout Rate for 9th Grade Cohort
- High School Completion/District Graduation Rate
- Students Promoted to the Next Grade/District Promotion Rate for Grades 1-8

District Education Plan - Goals, Assessment and Participation

School Districts' Annual Audited Financial Statement (October, 1996)

Student Enrollment, Ethnicity and Summer Graduate Report (October 1, 1995)

Year-End Graduate Report (June, 1996)

Statewide Educator Supply and Demand Report (January, 1998)

Bilingual Participation and Performance Reports (1995-96)

Special Education Child Count and Annual Performance Report (1995-96)

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